Daily Activities Unit: Lesson 1

<table>
<thead>
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<th>Objectives</th>
<th>Materials</th>
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| **Life skill:** describe routine activities | Make Student Copies
| **Literacy:** read and write days of the week | • Handout: *What is she doing?*
| **Literacy:** read and write at least 20 different verbs to describe frequent activities | • Handout: *Daily Activity Verbs*
| **Listening/speaking:** describe their daily or weekly activities and schedule | Make Single Copies or Reference
| **Grammar:** ask and respond to the question “What are you doing?” using the present continuous | • ESL Volunteer Tutor Manual, 2012, *pg. 76, pg. 71*

Props, Technology, or Other Resources
• (optional) whisper phone
• (optional) pictures or props to demonstrate verbs
• (optional) telephone props

Lesson Plan

Warm up for today’s Lesson
**Description:** play the telephone game with some simple vocabulary learners will practice in this unit

Activity 1: Life skill, Literacy
**Description:** introduce and practice daily activity verbs
**Materials/Prep:** copies of *Daily Activity Verbs*, (optional) pictures or props to demonstrate verbs

Activity 2: Grammar
**Description:** introduce and practice formation of the present continuous tense
**Materials/Prep:** copies of *What is she doing?* handout.

Activity 3: Grammar, Listening & Speaking
**Description:** learners make “small talk” on the phone – “What are you doing?”

Activity 4: Checking for Understanding
**Description:** Ask each student what they are going to do right after class. They should answer using the present continuous.
Teacher Directions: Warm-Up

-Materials: (optional) whisper phone

See activity instructions in the ESL Volunteer Tutor Manual, 2012, Whispering Game, pg. 76

Play the game (also commonly known as “telephone”) using some of the phrases below. If you have a class of more than 10 students, consider breaking into 2 circles.

- I usually shop for food on Saturday.
- She is going to the park.
- He works in the afternoon.
- They are studying English right now.

Teacher Directions: Activity 1: Life Skills, Literacy

-Materials: Daily Activity Verbs handout, (optional) pictures or props to demonstrate vocabulary

Prep: Decide how you will demonstrate vocabulary meaning

 Bring in pictures, use a laptop and projector to do image searches in the classroom, draw or act out each verb in the Daily Activity Verbs handout.

Step 1: Vocabulary Introduction

Before you distribute the handout...

Demonstrate each verb with one of the methods above.
Say the verb and ask learners to repeat several times.
Ask: When do you _______? Where do you _________?
Write the verb on the board, read it together several times (tell learners not to write yet, you will give them the words on paper later)

Step 2: Total Physical Response (TPR)

Distribute Daily Activity Verbs handout

Read the verbs together. Learners repeat. Create an action for each verb and do the action together as you say the verb.

You say the verb, learners respond by showing the action.
You say the verb, learners respond by pointing to the word on the handout.
You show the action, learners respond by saying the verb.

Learners practice with a partner, one person does an action and the other person says the word.
**Teacher Directions:** Activity 2: Grammar

**Materials:** *What is she doing?*

**Step 1: Establish when to use present continuous**

Ask learners: What time is it? What are you doing *right now*?

Today we’re going to learn how to write and say full sentences. You will learn how to talk about what is happening *right now*.

**Step 2: Review conjugation of BE verb**

Write on the board:

- I
- You
- He
- She
- It
- We
- They

Read each word together and use hand gestures to show the meaning of each one. (ex. point to your chest for “I”, point to a group of other people for “they”)

Write the BE verb next to each subject (ask learners to help you):

- I am
- You are
- He is
- She is
- It is
- We are
- They are

*What is she doing?*
Step 3: Introduce how to form present continuous tense

“In English, sometimes we change the verbs. We change the verb to match the person (or subject). And we change the verb to show the time (before, right now, tomorrow/in the future).

Ask: Do you change verbs in your language? (Many languages do not: Hmong, Korean, Thai. Spanish and Somali do conjugate verbs to indicate time or tense).

“Sometimes we use two verbs together to show the time.”

Write the verb “listening” next to each subject:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
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<tr>
<td>They</td>
<td>are</td>
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Read and repeat each sentence on the board.

“These sentences are about right now or very soon.” (walk around the room to demonstrate that you are walking right now.)

Underline the verb BE in each sentence. Underline the –ing ending in each sentence.

Ask “What are you doing right now?” change the sentences on the board to match the learner’s answer (ex. I am listening.).

Read each sentence, learners repeat. Offer several examples using different verbs.

Step 4: Written Practice

Hand out copies of What is she doing? handout

Complete the first 1-2 sentences as a class.

Learners give oral answers to the fill-in-the-blank sentences (without writing)

Learners complete the written sentences independently and check with a partner.
**Teacher Directions:** Activity 2: Grammar, Listening & Speaking


**Step 1:** Write the dialogue on the board

Hello?

Hi this is Jessica Is this Anna?

Yeah, it’s me. How are you?

I’m fine. Hey, I am going fishing today. Do you want to join me?

I’m sorry. I can’t. I am cleaning my house right now.

No problem. Maybe next time.

**Step 2:** Practice the dialogue


**Step 3:** Vary the Responses

As a class choose different activities to substitute for the underlined passages of the dialogue. Have learners substitute their own names instead of “Jessica” and “Anna.”

**Step 4:** Role Play

Learners take turns acting out the dialogue at the front of the classroom as if they are calling each other on the phone. They should vary their responses each time.

After each role-play, ask the class “What is he/she doing today?” pointing to each person in the role-play.

**Teacher Directions:** Checking for Understanding

Ask each student what they are going to do right after class. They should answer using the present continuous.
Daily Activity Verbs

1. read
2. write
3. wait
4. walk
5. wash
6. shop
7. sleep
8. wake up
9. eat
10. work
11. listen
12. practice
13. watch
14. clean
15. cook
16. play
17. take care of
18. go
What is she doing?

Look at the pictures. Read the questions. Finish the sentences.

1. What are they doing?
   They are ______________________.

2. What is he doing?
   He is _______________ his ________.

3. What is she doing?
   She _______ ____________.

4. What is she doing?
   She _______ ____________.
What is she doing?

Look at the pictures. Read the questions. Finish the sentences.

5. What ______ he _________?
   ____  ____  __________ to music.

6. What ______ you doing?
   I ______  _____________ my house.

7. What ______ he _________?
   ______  _____  ________________

8. __________  ____  ____  ___________?
   ______  _____  ________________ soccer.
WHISPERING GAME

**MATERIALS:** None

**DESCRIPTION:**
1. Students sit in a circle.
2. Tutor whispers a short sentence to a student.
3. The student then whispers the sentence to the student on his/her left.
4. The whispering continues around the circle.
5. Each student may only repeat the sentence twice.
6. The last student in the circle says the sentence out loud.
7. Tutor says the original sentence. Discuss the changes from the original to the final sentence.
8. Repeat with a new sentence.

**SUGGESTION:** Some versions of this game prohibit communication between the two sides except for the directions. However, this is too difficult for most students. Decide what is appropriate for your students.

WHO AM I? WHAT AM I?

**MATERIALS:**
- Slips of paper with vocabulary words from the same theme (transportation, foods, occupations, countries, etc.)
- Tape or pins

**DESCRIPTION:**
1. Put a slip of paper on each student's back with a pin or tape.
2. Students should not see the slip of paper on their own backs.
3. Students must move around asking other students yes/no questions to determine what their word is.
4. When students guess correctly, they may remove the word from their back. The students may choose to remain in the game to help others guess their words.
DIALOGUE

Dialogues provide practice in listening and speaking skills in structured conversations. The questions and answers may have all been learned and practiced in a drill-like manner. The dialogue then reinforces this previously learned material. Vocabulary may be taught before using a dialogue or during the demonstration of the dialogue.

**Objective:** To begin to bridge the gap between students' vocabulary and grammar skills and functional and social contexts

**Materials:**
- Vocabulary flashcards
- Written copies of the dialogue
- Pictures to illustrate the dialogue

**Description:**
1. Demonstrate both parts of the dialogue using pictures and actions that illustrate two people speaking.
2. Whole class repeats the conversation.
3. Tutor initiates dialogue with all students responding.
4. Reverse roles (tutor responds to students).
5. Students form pairs and practice the dialogue together.

**Suggestion:** If working with a small group, a circle drill may be used to review and reinforce the dialogue after paired practice.